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ABSTRACT

"The Study Skill Competency Program of the Tri-County Master Tutors Network of South Carolina" (ED 347 145) was designed to equip students with study skills that will improve the quality of their academic work. That document, originally written for use by professional educators within a private tutoring environment, has been tailored for use in grades 7-12 heterogeneous classrooms with students in need of specific and strategic learning ability instruction. This guide contains such materials as a historical background of contemporary directions, general course and section outlines, instructional probe guides, evaluative quizzes, and an index of overhead projection supplements. (LL)

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DEVELOPMENTAL STUDIES:

The Study Skill Competency Program Course for Grades 7 through 12

by

Sally J. S. Wilson, M.Ed.
Charleston, S.C.
1993

Originally written for use by professional educators within a private tutoring environment, The Study Skill Competency Program (ERIC Documents ED 347 145, November, 1992) has been tailored by its author for use within 7th through 12th grade classrooms. AKA "Developmental Studies", this course manuscript contains such materials as a historical background of contemporary directions, general course and section outlines, instructional probe guides, evaluative quizes, and an index of overhead projection supplements. The enabling-to-terminal competency approach found highlighted within the Program has been preserved within the Course. "Developmental Studies" is the result of that approach and its content being applied directly within the classrooms of a heterogeneous group of students in need of specific and strategic, learning ability instruction.

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DEVELOPMENTAL STUDIES

A Study Skill Competency Course of Instruction
for Grades Seven through Twelve

Sally J. S. Wilson, M.Ed.
Charleston, South Carolina

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DEVELOPMENTAL STUDIES: A Background of Contemporary Directions in Study Skill Competency Learning and Instruction, 1961 to Present

I. Understanding and treating learning disabilities

A. The behavioral approach

1. Focus upon brief time segmentation (Stimulus-Antecedent/Consequence-Response) via precision teaching methods
2. Not sufficient towards assessment and treatment modification within the Emergent & PL94-142 Periods' vision of learning disability behavior

B. The cognitive approach

1. Emergent focus upon maturational (cognitive & physical) nature of human and humanistic behaviors makes way for PL94-142 focus and teaching behavior impact
2. Piaget within Emergent Period ['61 -'74] transfers successfully within the PL94-142 Period ['75-'87] via Cognitive tradition
   a. PL/Cognitive introduces focus upon brain maturation theory to emphasize a significant cognitive, vs physical vs socio-emotional influence upon the understanding of learning behavior; testing-norm-to-cognitive-disability continuum established
   b. Conger (77) foucses upon adolescent periods of differential, yet simultaneous, physical-socioemotional-cognitive growth and development: early (12-15), middle (15-18), and late (18-21)
   c. Contemporary Period ['88-present] focuses upon the lifespan of specific learning disabilities as either exlusively neurologically or exceptionally cognitive based
   d. Piagetian formal-operations characteristic of onset-at-adolescence gains neurological research support within breakthrough study (1992, Allison, M., Headlines, Oct/Nov)

C. The functional approach

1. Treating learning disabilities is understood as a medical/physical realm, whereas effecting their cognitive ability development is understood as achievable instrucitonally, an educational/cognitive-socio-emotional realm
2. Contemporary Period research is functional skills oriented and cognitive ability grounded in maturational processes development (e.g., understanding, organizing, and memorizing is transformed metagocnitively towards long-term automaticity)
3. Heuristic tradition of melding constructionist vs reductionist models, or developmental vs psychometric views of learning, produces a more eclectic dialectic; emphasizes experiences over facts

II. Understanding and developing learning abilities

A. The developmental approach

1. Contemporary focus of student behavior development and cognitive/meta-cognitive skill instruction is upon learning success skills acquisition and subject application fluency (Ganz & Ganz, 1990, The High School Journal; Billingsley & Wildman, 1990, Remedial & Special Education)

2. Resnick & Klopfer (1992, Towards the Thinking Curriculum) highlight that student acquisition of knowledge in each discipline requires cognitive ability development and instructional agenda cooperation; certain key concepts organize and structure large amounts of specific information; generative information helps students organize reading and writing tasks
3. Ganz et al (1990) emphasize that developmental learning ability involves focus upon what mature learners think during their learning-study process (cognitively & Metacognitively) towards success with information retrieval tasks; using metacognitive skills with new and well organized information increases the probability of retention; transference from short-term to long-term memory requires summarization, rehearsal, and a repertoire of organizational and understanding skills
4. Palinscar & Brown (1992, Instruction for Self-Regulated Reading) posit that attention & thinking about information one hears/reads are both important parts of understanding and remembering; a cognitive repertoire of organizational strategies, meeting a metacognitive repertoire of transference strategies suggests an instructional agenda of both kinds of activities with content learning outcomes

B. Effective developmental instruction

1. Moran (1980): students are expected to demonstrate knowledge through classwork, homework, projects, and tests, tests, tests
2. Bransford & Vye (1992, Cognitive Research and Its Implications for Instruction): meaningful learning occurs at the level of concept acquisition and conceptual change; this is accomplished via instructional strategy change - from organizational to retrieval strategies (e.g., drill & practice, rehearsal, summarization) so that attention is free to analyze further content being learned
3. Mercer (1992 & 1993): executive processing, learning strategies, and study skills meet cognitive & metacognitive deficit needs within varied demand contexts of school; a strategy instructional approach to developing underdeveloped learning abilities describes effective instruction for students with learning disabilities
4. Ganz et al (1990): passive learning is in need of development; passive learning is when students realize they do not understand what is read/heard & yet, fail to act on this understanding; occurs during study time where basic ideas & information patterns are not attended to as a basis for understanding, organizing, and transfering information to long-term memory and retrieval abilities

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Conger, J. J. (1977). Adolescence and youth: Psychological development in a changing world (2nd ed.). NY: Harper & Row. In C. D. Mercer & A. R. Mercer (1993). Teaching students with learning problems (4th ed.). NY: Merrill.

Moran, M. R. (1980). An investigation of the demands on oral language skills of learning disabled students in secondary classrooms (Research Report No. 1). Lawrence KS: University of Kansas Institute for Research in Learning Disabilities. In C. D. Mercer (1992). Students with learning disabilities. (4th ed.). NY: Merrill.

TEACHING-LEARNING QUESTIONNAIRE

NAME * DATE * * * * SS# * * *

1. If you were to take aim at something that seems 5 years away, yet would make it a reality in your life now, what would you give it all you've got x 10 to hit bullseye today?

   _____

2. Tell me what you're made of that would make me believe YOU COULD?

   Socially: _____

   Physically: _____

   Educationally: _____

   Materialistically: _____

   _____

   _____

   _____

3. Tell me what you know of the barriers to your accomplishing this feat? or, of being really MATURE enough to handle that due to your AGE in this society?

   _____

   _____

   _____

   _____

4. What do YOU study in school? What do you STUDY the most at home? What do you prefer to study? What does STUDY mean?

   a. I study _____, _____, _____,
   _____, _____, & _____.

   b. At home I study _____, MY LEAST FAVORITE SUBJECT.

   c. I would prefer to learn/study _____ right now.

   d. Study means to make the effort to learn facts, laws, and ideas. T F

5. My favorite music is / is by _____

   _____

   because _____

   _____.

TEACHING-LEARNING QUESTIONNAIRE

1. Target Emotional Behavior & Association Variables

2. RANK of IMMEDIATE NEEDS @ 1-5:

_____ Personal

_____ Social

_____ Physical

_____ Educational

_____ Material

3. Interests Perceived/ Real vs. Ideal

4. Locus of control:

5. Status Report

CLASSROOM PARTICIPATION REPORT

DATE_____ STUDENT_____

CLASS_____ TEACHER_____

ABILITY			DIFFICULTY	
ACCEPTABLE	IMPROVED		FREQUENT	INTENSE
		ATTENTION TO LEARNING		
_____	_____	1. In seat	_____	_____
_____	_____	2. Hands/feet inactive	_____	_____
_____	_____	3. Mouth inactive	_____	_____
_____	_____	4. Visual activity	_____	_____
_____	_____	5. Note taking	_____	_____
_____	_____	6. Direction following	_____	_____
_____	_____	7. Attendance	_____	_____
		MAKING REQUESTS FOR		
_____	_____	8. Permission	_____	_____
_____	_____	9. Materials	_____	_____
_____	_____	10. Action	_____	_____
_____	_____	11. Repetition/clarification	_____	_____
_____	_____	12. Topic information	_____	_____
		INTERACTION		
_____	_____	13. Subject matter	_____	_____
_____	_____	14. Audibility	_____	_____
_____	_____	15. Turn taking	_____	_____
_____	_____	16. Politeness	_____	_____
		QUALITY OF EFFORT		
_____	_____	17. Preparation	_____	_____
_____	_____	18. Classwork	_____	_____
_____	_____	19. Homework	_____	_____
_____	_____	20. Project	_____	_____
_____	_____	21. Test/quiz	_____	_____
		OTHER EXPECTATION		
_____	_____	22._____	_____	_____
_____	_____	23._____	_____	_____

ITEM OBSERVATIONS

STUDY PLAN NAME: FROM TO

Planned	Assignment List	Due Dates
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		

DEVELOPMENTAL STUDIES: GENERAL COURSE OUTLINE

D.S. I Enabling skill competence

- A. Attention to learning
  1. The attention position
  2. The direct instruction method
- B. Time management
  1. Bell schedule
  2. Assignment list
  3. Study plan
- C. Interaction
- D. Listening & notetaking
- E. Quiz #1

D.S. II The work of studying

- A. Academic progression
- B. Introduction to memory
- C. Quiz #2

D.S. III Enabling and working competence

- A. Classroom participation
- B. Work progression skills
- C. Midterm Exam, Assertive Discipline

D.S. IV A sense of balance

- A. Teacher plans
- B. Student behavior
  1. Cognitive
  2. Emotional
  3. Physical
- C. Metacognition
- D. Quiz #3

D.S. V Forces and factors affecting student study

- A. Facts about behavioral forces
- B. Achievement subtesting

D.S. VI Sparking work to life

- A. General assignment habits
- B. Instructional probes
  1. Study guide
  2. Homework & assignment checklist

THE WORK OF STUDYING

ASSIGNMENT.....CLASS PARTICIPATION.....TEST.....EXAM

I. II. III. IV. V.

I. READ the assignment(s) WORD FOR WORD
   - A. Determine the number of pages to be read
     1. Calculate the reading time: RATE x #PAGES
     2. Plan the time you WILL READ the assignment
   - B. WITH HIGHLIGHTER: Read titles
   - C. WITH HIGHLIGHTER: Read headings & subheadings & illustration headings
   - D. Complete the reading at your normal reading rate:
     1. Read word for word - comprehend every sentence
     2. Read carefully - return to sentences/paragraphs that leave your immediate recall

II. READ TO OUTLINE [Book, Handouts, Class Notes]
   - A. Scan the assignment (Total pages, titles, headings)
   - B. Prepare the outline:
     1. Title the outline with assignment title
     2. Mark MAJOR sections as I., II., III., IV., etc.
     3. Mark subheading sections as A., B., C., D., etc.
     4. List DETAILS under subheading sections (A-Z):
        - a. Bold type vocabulary
        - b. Bold type nouns: People, Places, Events, Times
        - c. Formulas and their descriptions
        - d. Important points about all of the above

III. CONSTRUCT NOTECARD FILE from the outlines (or sources)
   - A. Words and Definitions
   - B. Ideas and Descriptions
   - C. Computations
   - D. Lists: in specific sequence or in no special order

IV. MEMORIZE THE INFORMATION ON THE NOTECARDS

- A. Use concentration technique and memory enhancers
- B. Write or Say the information on CUE ("define, list...)
- C. Review the cards before the test

V. REVIEW FOR THE EXAM

- A. Book(s)
- B. Handouts
- C. Class Notes
- D. Outlines
- E. Notecards
- F. Old tests

DEVELOPMENTAL STUDIES

Quiz #1

A Message to Students:

This quiz and the information upon which it is based is intended to help you do your best when studying any subject at Sea Island Academy.

It is a 40-item, OPEN BOOK quiz made up of 25 matching items, 5 multiple choice items, and a reading passage with 10 true/false items.

You will be given 45 minutes to complete the quiz. Should you have any questions during the quiz, simply raise your hand for assistance.

When you have finished answering every item to the best of your ability, put your book and notes and pencil away; you will be given a marking pen and an answer key to self-score your quiz.

When you have finished scoring your quiz, quietly bring your quiz, key, and marker to the front desk to have your score recorded.

You are expected to remain in the testing room until all tests have been scored and recorded. An activity assignment will be given that will count towards the awarding of a final grade for those students receiving course credit in the class.

Your total cooperation is appreciated. Relax and enjoy!

Mrs. Wilson

DEVELOPMENTAL STUDIES QUIZ #1 1

MATCHING

I. Below is a lettered list of the KINDS OF SCHOOL SITUATIONS within which all students interact:

A. Environmental
B. Academic
C. Social
D. Personal

Directions: On the line to the left of each numbered item place the letter that best categorizes the item to a kind of school interaction situation.

EXAMPLE: __C__ 1. Coping with conflict

_____ 1. Behaving ethically
_____ 2. Making conversation
_____ 3. Taking turns to speak in class
_____ 4. Expressing feelings
_____ 5. Accepting authority
_____ 6. Accepting consequences
_____ 7. Moving cautiously through crowded hallways
_____ 8. Witnessing an emergency
_____ 9. Confidence with grooming habits
_____ 10. Listening in class
_____ 11. Showing good sportsmanship
_____ 12. Treating school personnel with respect
_____ 13. Avoiding negatives when making friends in class
_____ 14. Preserving the longevity of classroom materials
_____ 15. Doing your best work

MULTIPLE CHOICE

II. Each item below consists of an incomplete sentence followed by three lettered words or phrases.

Directions: Circle the word or phrase that best completes the sentence. Since some of the sentences require you to distinguish fine shades of meaning, consider all of the choices before deciding which is the best.

EXAMPLE: 1. Sea Island Academy is....

a. a parochial school
(b) a private school
c. a public school

1. A set of behaviors that will enable a student to be 100% attentive is known as....

a. listening and notetaking
b. the attention position
c. the direct instruction method

2. Teachers depend on students to....

a. ask questions
b. accept authority
c. take notes

3. THE most important study skill among the following is....

a. listening and notetaking
b. the attention position
c. the concentration technique

4. Memory can be enhanced best by using....

a. a notebook full of notes
b. a study and a time plan
c. a concentration technique

5. The higher your grade level, the more dependent you become upon your....

a. notes
b. memory
c. intelligence

MATCHING

III. Below is a list of the basic times when a teacher provides information to a class full of students:

A. When the bell rings to begin class
B. When the class is about to end
C. At the start of an activity
D. During each activity
E. At the end of an activity

Directions: On the line to the left of each numbered item, write the letter of the basic time a teacher is likely to provide the kind of information stated in the item.

EXAMPLE: C. 1. What page to open a book

_____ 1. An overview of the day's lesson
_____ 2. A review of yesterday's lesson
_____ 3. A summary of the day's lesson
_____ 4. How much time an activity will take
_____ 5. Correct procedures to follow
_____ 6. Important points to remember
_____ 7. Additional information
_____ 8. Guided practice with new information
_____ 9. A homework assignment
_____ 10. A deadline for an assignment

TRUE/FALSE PASSAGE 3

IV. Directions: Carefully read the passage below. Following the passage are a number of true/false items. On the basis of what is STATED or IMPLIED in the passage, show your answers to the items by circling the answer of your choice.

EXAMPLE: (T) F 1. Sea Island Academy is a college preparatory school.

The TIME MANAGEMENT Hour

Above all other study skills, time management is the most important to learn and to practice. It is through time management that the serious student plans and achieves "what, when, and how" to work at his/her school studies.

About this important skill a major scientifically proven fact is known. When learning scientists studied the top, most successful people in the world, they discovered that these people shared one, common characteristic. A high IQ? No. They shared a quality the scientists called "stick-to-itiveness". This scientific fact means that the highest levels of achievement are reached through "constant and persistent effort", irregardless of what one's so-called intelligence level is.

It is important to bear in mind the fact that not all scientists agree on what "intelligence" really is. They do, however, all agree that those people who develop and practice the quality of "stick-to-itiveness" in their lives tend to become the most successful people in the world. And, what particularly makes this quality powerful is what the scientists call "a habit of research".

This "habit" is similar to the formal Research Study Skill one uses in the library, and yet it is much more than that. A habit of research is more of an understanding - a mental understanding - that the habit of looking for, and finding information will eventually lead to intellectual success and personal achievement.

Every study skill will employ your "stick-to-itiveness" and your "habit of research". Because this is so, every study skill you perform means that you will also be involved in developing your own intelligence.

Students who become masters of time management are continuously planning "what, when, and how" to work at their studies to achieve high levels of success... on tests, with papers, even daily class participation. Once you learn and practice the skill of time management, your persistence will reward you with experiences of academic success all year long, every year.

You have heard the saying, "Plan your time wisely". Well, time management enables you to become "wise" about study time. The study skill of time management involves 3 simple activities that are directly related to the study elements of "what, when, and how": 1) listing assignments, 2) prioritizing these according to assignment deadlines, and 3) arranging the work of studying over time to ensure assignment completion.

T F 1. "Stick-to-itiveness" and a "habit of research" enable anyone to develop their own intelligence.

T F 2. Persistence in looking for and finding information eventually leads to intellectual success.

T F 3. The purpose of time management is to focus one's attention on the "what, when, and how" of studying.

T F 4. The activity of listing assignments is basic to planning the "what" of studying.

T F 5. The activity of prioritizing assignments is basic to planning the "when" of studying.

T F 6. The activity of arranging assignments according to a time schedule and a work skill is basic to planning the "how" of studying.

T F 7. Assignment listing and prioritizing information is found within the classroom.

T F 8. With so many classes, the successful student will be someone who is aware of the demands that each class will make on his/her study time.

T F. 9. A study and a time plan are essential to the skill of time management.

T F 10. A "habit of research" and the quality of "stick-to-itiveness" are keys to intellectual and academic success.

5 POINT BONUS

ACTIVITY Directions: Number the following items into a logical order. Your objective is to make 100% on a test you were told will be held in 1 week.

_____ Take notes

_____ Plan that week

_____ Listen

_____ List the assignment

_____ Pay attention

_____ Read notes

_____ Apply concentration technique

QUIZ #1 ANSWER KEY

I.MATCHING

1. D.
2. C.
3. B.
4. D.
5. C.
6. D.
7. A.
8. A.
9. D.
10. B.
11. C.
12. A.
13 B.
14. A.
15. B.

II. MULTIPLE CHOICE

1. b.
2. c.
3. b.
4. c.
5. a.

III. MATCHING

1. a.
2. a.
3. b.
4. c.
5. c.
6. d.
7. d.
8. d.
9. b.
10. b.

IV. TRUE/FALSE PASSAGE

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. T
10. T

BONUS ACTIVITY: ORDER

1. 3
2. 5
3. 2
4. 4
5. 1
6. 6
7. 7

DEVELOPMENTAL STUDIES

Quiz #2

A Message to Students:

The first part of this quiz and the information upon which it is based are intended to help you do your best when studying any subject at Sea Island Academy. It is a 30-item, open book quiz made up of multiple choice and true/ false items.

The second part of this quiz is based upon specific subject information, either algebra or English, depending upon the class you are in. It is a 50-item, open book quiz made up of matching, multiple choice, true/false, and short answer items.

You will be given 45 minutes to complete the quiz. Should you have any questions during the quiz, simply raise your hand. I will come to your assistance.

When you have finished answering every item to the best of your ability, put your book/notes and pencil away. You will be given a marking pen and an answer key to self-score your own quiz, time permitting. I will direct you on how to do it.

When you have finished scoring your quiz, quietly bring your quiz, key, and marker to the front desk to have your scores determined and recorded.

You are expected to remain in the testing room until all quizes have been turned in. During time remaining, you are welcome to review your corrected quiz. All quizes will be corrected during an activity the school day following the quiz.

Your total cooperation is appreciated. Relax and enjoy!

Mrs. Wilson

DEVELOPMENTAL STUDIES QUIZ #2

MULTIPLE CHOICE

I. Each item below consists of an incomplete sentence followed by three lettered words or phrases.

DIRECTIONS: Circle the letter of the word or phrase that best completes each sentence. Since some of the sentences require you to distinguish fine shades of meaning, consider all of the choices before deciding which is the best.

EXAMPLE: 1. Sea Island Academy is...

a. a parochial school.
(b) a private school.
c. a public school.

1. The goal of studying is...
   a. to read every assignment.
   b. to perform well on tests.
   c. to prepare an outline.

2. ... enables a student to do the work of studying.
   a. Preparing an outline
   b. Making notecards
   c. Listing all assignments

3. The work of studying is first accomplished by...
   a. analyzing each assignment.
   b. timing your reading rate.
   c. reading to outline.

4. ... is an important skill when reading word-for-word.
   a. Constructing notecards
   b. Comprehending every sentence
   c. Skimming the material for vocabulary words

5. Reading word-for-word involves...
   a. using a highlighter.
   b. marking sections.
   c. making notecards.

6. ... are essential to participating fully in class.
   a. Notetaking and listening
   b. Reading and writing assignments
   c. Listing all assignments

7. An outline of assignments that have been carefully read...
   a. will enhance the memory of them.
   b. will enhance time management.
   c. will be sufficient for test taking.

8. ... represents a logical sequence of study events.

   a. Highlight, outline, read, notecard, memorize
   b. Read, highlight, outline, notecard, memorize
   c. Highlight, read, outline, notecard, memorize

9. As soon as an assignment is given in class, students should...

   a. write it down, then plan its completion.
   b. list it, then do it.
   c. write it down, then list it.

10. ... are items that should be included in any outline.

   a. Words and their definitions
   b. An assignment title and section headings
   c. Number of pages and estimated reading time

11. All subjects use the following to determine student grades:...

   a. assignments, participation, tests, exams
   b. reports, spelling, grammar, homework
   c. homework, detentions, tests, exams

12. ... is an excellent memorization technique.

   a. Reviewing outlines before a test
   b. Using code to prepare outlines
   c. Saying notecard information on cue

13. Notecards ...

   a. are recommended for class participation.
   b. may replace the preparation of an outline.
   c. expand what has been organized by an outline.

14. ... is the best possible way to understand an assignment.

   a. Calling a classmate
   b. Meeting with the teacher
   c. Listening and taking notes

15. If a watchword were to be given to the work of study, it would be ...

   a. pay attention
   b. take notes
   c. be aware

BONUS! Number the following items into a logical order. Your goal is to make 100% on a test you were told will be held in 2 weeks.

_____ Outline the assignments
_____ Plan the week
_____ List the assignments
_____ Practice attention
_____ Listen & take notes
_____ Make notecards
_____ Review all materials
_____ Memorize information

TRUE/FALSE -

II. Each item below consists of a sentence that is either a true statement or a false statement.

DIRECTIONS: Place a "T" on the line in front of the statement if you believe it to be TRUE; place an "F" on the line in front of the statement if you believe it to be FALSE.

EXAMPLE: 1. __T__ SIA is #1.

1. _____ Learning academic information depends foremost upon a student's ability to pay attention.

2. _____ Studying academic information depends foremost upon a student's willingness to carry out a study plan.

3. _____ Carrying out a study plan depends foremost upon the completion of non-academic activities.

4. _____ The work of studying is foremost a personal committment towards spending private time alone with given assignments.

5. _____ Students who are absent are not responsible for the notes or the assignments that they were not there to get.

6. _____ By the second or third test in a given subject, a student will have a better idea on how best to study for tests.

7. _____ Research suggests that notetaking commits information to the realm of memory.

8. _____ Research suggests that information needs to be encountered in 3 separate situations in order for that information to be committed to the realm of memory.

9. _____ Students who know how to study don't have to study.

10. _____ Students who know how to study and actually do study are students who never need extra help.

11. _____ Students who know how to study, who do study, and who practice a habit of research with difficult assignments are the most successful students in the class.

12. _____ A typical assignment will take about 30 minutes to read and outline.

13. _____ A typical planning session will take about 10 minutes.

14. _____ It is best to make outlines just before the day of a test.

15. _____ The purpose of time management is to focus one's attention on the "what", the "when", and the "how" of studying.

BONUS: _____ The purpose of getting an education is to learn how to think, not what to think.

QUIZ #2 ANSWER KEY #1

I. MULTIPLE CHOICE

1. b
2. c
3. a
4. b
5. a/b
6. b/a
7. a
8. c/b
9. a/c
10. b/a
11. a
12. c/b
13. c
14. b/c
15. c/b/a

II. TRUE/FALSE

1. T
2. T
3. F
4. T
5. F
6. T
7. F/T
8. F/T
9. F
10. F
11. T
12. T/F
13. T
14. F
15. T

BONUS: T

BONUS
1. Practice attention
2. Listen & take notes
3. List the assignments
4. Plan the week
5. Outline the assignments
6. Make notecards
7. Memorize information
8. Review all materials

DEVELOPMENTAL STUDIES EXAM: PART II

50% of _____'s EXAM GRADE in D.S. must come from this student's performance as measured by 3 separate teachers at Sea Island Academy. Specifically, each student must demonstrate that they have mastered "THE ATTENTION POSITION" in 3 separate classes outside of D.S. class.

In order to demonstrate their competence in paying attention, they must be observed "in the position of attention" in 5 discrete instances during a class, upon demand, and over a period of 5 consecutive days (25 total opportunities).

During the first week before EXAMS (November 30 - December 4) a TRIAL EXAM will take place. The ACTUAL EXAM will be December 7 - December 11. The scoring sheet below will assist each D.S. student's teachers in providing evidence that the student has/hasn't mastered the behaviors required by THE ATTENTION POSITION:

1) eyes at the center of learning; 2) hands in front, inactive; 3) feet in front, inactive; 4) mouth closed, inactive; and, 5) back straight in seat, or forward.

At the verbal command of "attention" (either to the student or to the class), the student named above must be in the position of attention after 5 seconds.

Every D.S. student is aware that no learning can occur without their attention.

After each discrete command, their compliance is to be recorded as observed... by a 'check mark' to the appropriate scoring area, below: (no mark for not complying under the condition)

OPPORTUNITY / DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
"Attention" #1					
"Attention" #2					
"Attention" #3					
"Attention" #4					
"Attention" #5					

_____
Teacher

_____TRIAL WEEK _____EXAM WEEK

(NOTE: Please return these forms at the end of the appropriate week to Mrs. Wilson's maildrawer in the teacher's lounge. Your assistance is greatly appreciated towards helping the students transfer knowlege & skill from D.S. to your classroom!)

ASSERTIVE DISCIPLINE : Behavior Descriptions & Expectations

The effectiveness of the Assertive Discipline technique is maximized when used in harmony with a technique known as "The Precision Request". With this technique, the student is given two (2) opportunities to comply with the teacher's request that the student "DO" or "GIVE" an appropriate behavior. The watchword about the P.R. is to avoid a "STOP" direction; IGNORE the inappropriate behavior and focus upon the appropriate behavior.

In the P.R., the student is told to "DO". When this request is followed by a brief rationale, the request is diffused of any potential negative effects. Should the student not comply, a second request is prefaced with the words, more sternly communicated, "I NEED YOU TO...". Should the student remain noncompliant or oppositional, the ASSERTIVE DISCIPLINE procedure follows immediately, whereby the student's first name initial is written upon the board. Noncompliance to the direction further, either then or at any time else during the class, is met with "check mark" warnings placed next to the initial. This action clearly indicates to the student that a detention or some other mild punisher (e.g., staying after class for a confrontation) is eminant.

During the class it is also important to "CATCH THE STUDENT BEING GOOD". The reinforcement of positive, appropriate behavior is a critical componant of the ASSERTIVE DISCIPLINE technigue. It sends the clear message to the student that s/he is capable of improvement, following directions, paying attention, taking notes, etc. Reinforcement may be as simple as praise for the specific behavior that is "CAUGHT", and should involve the erasure of board warnings. The best indication to the teacher that it is time to reinforce is the perception of a smoothly running class!

The following behavior descriptions and expectations are taken from a behavior observation, rating scale designed recently (1991) by leading special educators known as "ACTERS", or "ADD-H Comprehensive Teacher Rating Scale". They are listed below to assist you in communicating your expectations and in perceiving inappropriate and appropriate behaviors that are typical of misbehaving students and in definite need of classroom management.

ATTENTION: 1. Works well independently. 2. Persists with task for reasonable amount of time. 3. Completes assigned task satisfactorily with little additional assistance. 4. Follows simple directions accurately. 5. Follows a sequence of instructions. 6. Functions well in the classroom.

HYPERACTIVITY: 1. Extremely overactive (out of seat, "on the go"). 2. Overreacts. 3. Fidgety (hands always busy). 4. Impulsive (acts or talks without thinking). 5. Restless)squirms in seat).

D.S.V.: A Sense of Balance
Forces and Factors Affecting Student Study

I. The classroom environment: two forces interacting for educated results

A. The teachers' plans

1. Information to be acquired and tested
2. Materials & techniques to convey that information
3. Materials & techniques to record retrieval of information

B. Student behavior: three behavioral factors interacting for educated results

1. Cognitive - brain activities comprising thoughts and thinking
   a. Perception
   b. Reasoning
   c. Judgement
   d. Memory
2. Emotional - feelings which emerge from situational cognitions
   a. Pure: Anxiety-------Quietude
   b. Intrapersonal:
      Love-------Hate
      Trust------Fear
      Pride------Despair
      Hope-------Deliverance
      Guilt------Shame
   c. Interpersonal:
      Acceptance----Rejection
      Autonomy------Dependency
      Joy----------Grief
      Pity----------Jealousy
3. Physical - macrobody activities comprising observable behavior
   a. Task dependent
   b. Expressive
   c. Error - located as unreasonable/accidental/undesirable among above

II. Memory: the seat of intellectual skill is dependent upon the capacity of the mind to store, organize, sustain, and retrieve what it has received.

A. Capacity levels
   a. Sensory Register
   b. Short-term
   c. Long-term

B. Metamemory tasks
   a. Understanding
   b. Organization
   c. Transfer

RESEARCH FOUNDATIONS: Human Behavior Constructs

Behavioral factors: Cognition - Webster's New World Dictionary, 1987
Emotion - Dr. J. Ernest Keen & Ms. Sally J. S. Wilson, 1973-93
Physical - Ms. Sally J. S. Wilson, 1993

Memory aspects: Berger, K. S. and Brown, J. W., The Developing Person Through the Lifespan. New York: Worth Publishing, 1988.(Chapter 12)
*Hallowell, N. "The Emotional Experience of Attention Deficit Disorder". in CH.A.D.D., Fall/Winter, 1992, pp. 9-12.

Metamemory tasks: (and active learning) Ganz, M. N., and Ganz, B. C. "Linking Metacognition to Classroom Success". in The High School Journal, Feb./March, 1990, pp. 180-185.

FACTS About Behavioral Forces Affecting Student Study -1-

I. The Task Goal

A. Student performance is recorded in the form of grade reports.

B. The grade report is called an academic transcript at the end of schooling.

C. Grade transcripts are received/analyzed by important people; those to whom the transcripts are important are admissions committees and employers.

D. Grades reflect how much effort you put into developing your memory of academic information that is retrieved by some test for recall (written/oral).

E. Assignment accomplishment is the student's vehicle to demonstrating grade-related performances (retrieved information task completion).

F. Testing the limits of student error is conducted daily and summatively.

G. If instruction does not allow for higher ordering and retrieving of information or content, then students must generate these demands themselves and/or aquire skill in understanding, organizing, and transfering content.

II. The Task Demands

A. Attention

1. Selective attention is the ability to screen out distractions and concentrate - this ability improves steadily during middle childhood school years, ages 7-11 (preoperational period of 2-6, the play years, cannot understand nor use rules of logic: 3+2=5 cannot= 5-2=3 until matured).

2. Adolescence emerges from middle childhood in 3 phases: Early (12-15), Middle (15-18), and Late (18-21).

a. By school age (7-11), children are >accomplished at thinking (learning, remembering, communicating) due to decentricity development of the (brain cognitive orientation to self (egocentricity)

(1) Childlike is the tendency to be able to be self-centered in thought

(2) The child is able to think upon one aspect of a problem situation apart from simple, perceptual focusing (immediate environment)

b. From 1-21, four regions of the brain reach separate, yet concomitant maturation stages... (injury can interrupt, damage within stages)

(1) Confirmation in 90% brain cell maturation, overall, by age 7

(2) Cognitive funcitoning introduced to formal operations at age 12

3. Attention at adolescence is decentralized

(1) Inability to plan, to control behaviors in social/academic contexts is drastically out of place in the older child (Allison, 1992, "The Effects of Neurological Injury on the Maturing Brain" Headlines, pp. October/November, pp. 3-11).

(2) At onset, the formal operations (concrete emergent) are abilities to perceive new meaning in familiar objects & perform calculations.

(3) Middle adolescence: a stage of dialectic ability emerges where students (16+) are able to review formal operations, find flaws with them, and create new ones; they will reconsider/ question information given them and form a new hypothesis incorporating ideas of their own.

4. Attention is the foundation of learning no less than is student behavior and teacher plans... attention to the center of learning is study enabling.

B. Cognitive and Metacognitive Skill

1. Planning

a. Dependent upon attention, listening-notetaking, & assignment time management skill

b. List-Arrange-Prioritize task-dependent

c. Task preview necessary for task completion knowledge & interest

d. Checklist & expository (time order pattern) skill practice needed

2. Reading strategically - assignme

a. Elements of the flow of ideas: sentence, paragraph, set/section, chapter, subject

b. Understanding of each requires repertiore of skills

(1) Cognitive - organizational patterns & essential information

(2) Metacognitive - summarization, rereading, rehearsal, creating mneumonic applications with patterns, essentials, and details

c. Assignment goal reflection is essential to understanding flow of ideas, major patterns of ideas, and their connection to assignment completion and oncoming retrieval tasks (written assignment/tasks)

3. Writing strategically

a. Elements of the written task depend upon reading accomplishments

(1) organizational pattern(s): sections, expository-examples, prose

(2) essential acquisitions: constructs, concepts, vocabulary

(3) researched detail: the unfamiliar, the unclear, the incomplete, the unarranged, the unexpanded or underdeveloped

b. Understanding of each part of the question or task

(1) Sound decision-making is founded upon a repertoire of cognitive thinking tasks (perception/reasoning/judgement/memory)

(2) Application of knowledge of information acquired is demanded in logical format (steps, rules, prose patterns)

c. Report writing presentation must be student's own organizational pattern

(1) Planning - resource sentences, paragraphs, sections are pulled, pulled, coded, and listed to discern pattern suggested by details

(2) Arranging - the pattern suggested is graphically represented through a variety of structures: Roman, cluster, web, blocked event outlines are only a few construct patterning designs

(3) Expanding - into prose/sentences-paragraphs/ the pattern designed

(4) Extending - into final draft any supporting, researched essentials

(5) Displaying - (proofread) correct spelling, word choice, grammar

C. Interest

1. Acquiring an ability to ask questions, strategically

a. Follows from wondering, automatically; to reduce misunderstanding

b. Acting upon wondering must occur to achieve understanding to achieve U.

c. Asking and answering situation-specific questions must occur with wonderi

2. Information to be aquired requires questioning for meaning & organization and involves process of physical trial-and-error, trust in effort

D.S. QUIZ #3

T/F: Below are 25 statements. Read each statement to determine whether it is a true statement or a false statement. On the line in front of the statement, write "T" if the statement is true; write "F" if the statement is false.

EXAMPLE: __T__ 1. Some people have a bad memory for names.

_____ 1. Memory is enhanced by research.
_____ 2. Research is involved in every step of "The Work of Studying".
_____ 3. The result of research is an awareness of purpose, product, and materials.
_____ 4. Memory is a function of the brain.
_____ 5. Grades reflect how much effort you put into developing your memory of assignmen
_____ 6. There are two aspects of memory: its capacity and its tasks.
_____ 7. There are 5 levels of memory capacity.
_____ 8. Once in the 1st level, information fades after about a minute.
_____ 9. Paying attention and listening enable information to register at the 1st level.
_____ 10. Note taking is a memory task; it is study work at the 2nd memory level.
_____ 11. From the first level of memory, material advances to the 2nd level effortlessly
_____ 12. It is the highest level of memory that separates B+ students from C- students.
_____ 13. Intellectual skill depends upon the capacity of the memory to store, organize, and retrieve what it has received.
_____ 14. Metamemory involves the understanding and use of memory tasks or techniques.
_____ 15. About one-fifth of all students discover how to develop their metamemory.
_____ 16. Most students learn how to develop their metamemory from sources other than themselves.
_____ 17. Using code to remember a list of 7 facts is an example of metamemory skill.
_____ 18. Reading word-for-word involves a metamemory task.
_____ 19. Writing brief outlines of assignment information is a 2nd level metamemory tas
_____ 20. Rehearsing items that have been re-written is a 3rd level metamemory task.
_____ 21. 90% of the brain is fully developed by age 12.
_____ 22. Long-term capacity and metamemory development depends upon know-how and persona committment.
_____ 23. Metamemory techniques of thinking link information to familiar or existing knowledge referents or structures.
_____ 24. The ability to attend to the center of learning is an academic survival skill.
_____ 25. Adults remember information better than children or adolescents because their metamemories are more highly developed.

BONUS: _____ The purpose of an education is to learn how to think, not what to think.
_____ Studying is more a matter of how to think than it is of what to think.

Key: F = 7,10,11

DEVELOPMENTAL STUDIES V: FORCES AND FACTORS AFFECTING STUDENT STUDY

NOTE TO STUDENTS

To those of you who have been initiated to the testing format of the formal, Scholastic Aptitude Test (S.A.T.), the format of this test is familiar and will take less time to finish; the uninitiated will be given "subtests" to accomodate the difficulty hurdle posed by this new testing format.

The test consists of 4 "subtests", one subtest for each "subtopic" comprising D.S.V. These subtopics are (1) D.S. Review, (2) Cognitive Behavior, (3) Emotional Behavior, and (4) Physical Behavior. Please read and follow the directions of each subtest carefully and thoroughly.

NOTE TO PARENTS

The content of this test enables each student to demonstrate a knowledge and an understanding of the specifically human aspects of their educational environment. A foundation of this type is necessary if we are to expect students to fully and deeply grasp educational values, assimilate them to their unique characters, and utilize them habitually and successfully during and beyond their secondary school experience. An anlysis of your child's performance will be used to guide further instruction. While mastery of this test's information is necessary, it is by no means sufficient towards the development of a solid, transitions-oriented foundation. Such factors as attitude (found in habits of research and such qualities as stick-to-itiveness and reflection), the work of studying (e.g., test taking, report writing, and memorization), and those surrounding environmental opportunity weild powers that, too, are subject to independent mastery. The contents of this test stress the forces that affect academic study; specifically, there are two forces, and they originate from where education is academically experienced, within the classroom. Those forces are (1) the teacher's plan, and (2) student learning behavior. Of course, the ultimate purpose of an education is more a matter of knowing how to think than it is of knowing what to think.

TESTING FORMAT

Each subtest directs the testee to analyze items, or, to make correct, analytical judgements. Not only do these tests measure memory of facts, they measure a level of thinking that is much higher. Analytical reasoning and resulting judgements are what the tests measure, too. By carefully and thoroughly following the directions of each subtest, you will experience doing what is known as thinking analytically. The correctness of your answers will determine a mastery of information as well as a mastery of the skill of analytical thinking. Sounds formidable, but it isn't. It's something you already know how to do. Everyone is capable of it and it is a task that is critical to studying anything well. Applied outside the context of any one test, like this one, it will characterize students as capable of making thorough, careful, and sound (i.e., well reasoned) judgements when confronted with problems to solve.

While the format of each subtest is similar, the first subtest contains a prototype. This prototype is taken from the mathematical section of the S.A.T., yet is applied to verbal vs mathematical expressions and problems.

Uninterrupted concentration will enable you to do your best and think effectively. To assist your concentration, a separate answer sheet (S.A.T.'s use "bubble type" answer sheets) will not be required. Mark your answers directly onto the test. These subtests require you to adjust, somewhat, to their format. You must "dwell" upon the items by nature of the analytical thinking process involved, especially at first. Until your familiarity with the specifics of the process grows, expect to proceed slowly and thoroughly. Speed comes after practice in each subtest.

SUBTEST ONE
Developmental Studies in Review

Questions 1 - 15 each consist of two answers, one in Column A and one in Column B. You are to compare the two answers and on the answer blank, place

A if the answer in Column A is more relative;

B if the answer in Column B is more relative;

C if the two answers are of equal relativity; or

D if the relationship cannot be determined from the information given in the statement.

NOTE: For certain items, information concerning one or both answers to be compared is centered above both answers. (Relate all comparisons to the information given.)

	COLUMN A	COLUMN B	ANSWER BLANK
	A study skill that enables the work of studying		
1.	attention	notetaking	_____
2.	listening	time management	_____
3.	highlighting	listing assignments	_____
4.	outlining	making notecards	_____
5.	habit	research	
	A major determinant of how educated a person is		
5.	study work	teacher plans	_____
6.	plan accomplishment	detentions	_____
7.	plan accomplishment	student behavior	_____
	The attention position		
8.	center of learning	listening	_____
9.	short term memory	long term memory	_____
10.	inactive mouth, hands	feet in the aisle	_____
	The act of storing and retrieving information		
11.	reasoning	memory	_____
12.	perception	coded list reviews	_____
13.	attention	losing tests	_____
	The work of studying		
14.	emotional behavior	cognitive behavior	_____
15.	comprehension	time management	_____

SUBTEST TWO
Human Behavior: Cognition

Questions 1 - 20 ask you to determine which one of four mental/cognitive activities best describes the item statement. On the answer blank, place

P if the statement is an example of PERCEPTION activity;
R if the statement is an example of REASONING activity;
J if the statement is an example of JUDGEMENT activity;
M if the statement is an example of MEMORY activity; or
O if the statement is NOT an example of cognitive activity

_____1. Feeling the throat about to swallow

_____2. Hearing the teacher's voice

_____3. Looking for the center of learning

_____4. Finding the center of learning

_____5. Hearing a classmate's voice

_____6. Thinking, "I've got my new clothes on today."

_____7. Thinking, "I look good."

_____8. Feeling stiffness in your legs

_____9. Thinking, "I'll (do something), later."

_____10. Seeing the teacher writing on the board

_____11. Thinking, "This is connected to that."

_____12. Thinking, "I'm going to write this down."

_____13. Wondering, "How does this relate to that?"

_____14. Thinking, "There's a test coming up on this on Friday."

_____15. Thinking, "Time to jot the date down on this paper."

_____16. Wondering what something is

_____17. Thinking, "I'll ask when the teacher comes to a break in the lecture."

_____18. Hearing the teacher pause upon having completed an explanation.

_____19. Thinking, "I read about this last night."

_____20. Feeling the thought that a major test is one hour from now

SUBTEST THREE
Human Behavior: Emotions

Questions 1 - 20 ask you to read a statement and to determine which emotional continuum(s) best label the content of the statement. Each item consists of two answer choices, one in Column A and one in Column B. You are to compare the two answers and on the answer blank, place

A if the answer in Column A is a more accurate label;

B if the answer in Column B is a more accurate label;

C if both choices are of equal labeling value; or

D if the relationship cannot be determined from the information given in the statement.

NOTE: For certain items, information concerning one or both answers to be compared is centered above both answers. (Relate all comparisons to the information given.)

	COLUMN A	COLUMN B	ANSWER BLANK
	The feeling of wanting to be liked by classmates in class		
1.	Quietude___Anxiety	Trust___Fear	_____
2.	Autonomy___Dependency	Guilt___Shame	_____
3.	Pity_____Jealousy	Pride___Despair	_____
	The feeling of wondering if your answer is correct or not		
4.	Interpersonal	Intrapersonal	_____
5.	Hope___Deliverance	Acceptance__Rejection	_____
	Your feeling when a classmate tells you to listen in class		
6.	Joy____Grief	Quietude___Anxiety	_____
7.	Autonomy__Dependency	Hope___Deliverance	_____
8.	Acceptance__Rejection	Pity___Jealousy	_____
	What you feel while attending, listening, and notetaking in class		
9.	Quietude___Anxiety	Trust___Fear	_____
10.	Hope___Deliverance	Autonomy___Dependency	_____
11.	Pride___Despair	Pity___Jealousy	_____
	Your feeling while taking a test you did not study well for		
12.	Intrapersonal	Interpersonal	_____
13.	Pride___Despair	Guilt___Shame	_____
14.	Autonomy__Dependency	Pride___Despair	_____
	Your feeling about yourself in relation to any idea, not a person		
15.	Intrapersonal	Interpersonal	_____
16.	Trust___Fear	Acceptance__Rejection	_____
17.	Love___Hate	Pity___Jealousy	_____
18.	Guilt___Shame	Autonomy___Dependency	_____
19.	Quietude__Anxiety	Pride___Despair	_____
20.	Hope___Deliverance	Joy___Grief	_____

SUBTEST FOUR

Human Behavior: Physical

Questions 1 - 12 ask you to read a statement and to determine the type of physical behavior which best labels the content of the statement. Each item contains three answer choices, one in Column A, one in Column B, and one in Column C. You are to compare the three answers and on the answer blank, place

A if the answer in Column A is a more accurate label;

B if the answer in Column B is a more accurate label;

C if the answer in Column C is a more accurate label; or

D if the relationship cannot be determined from the information given in the statement

	COLUMN A	COLUMN B	COLUMN C	ANSWER BLANK
1. A student's answers on a test totaled up to 95% correct	Error	Expressive	Task Dependent	_____
2. A student answers, "I don't know" to a teacher's question	Error	Expressive	Task Dependent	_____
3. A student turned in a homework assignment	Error	Expressive	Task Dependent	_____
4. Before late bell, a student sits down and prepares a notesheet	Error	Expressive	Task Dependent	_____
5. A student turns around to talk to another student while the teacher is talking	Error	Expressive	Task Dependent	_____
6. During group work a student asks the teacher when the test will be	Error	Expressive	Task Dependent	_____
7. The teacher announces that there will be a test on Friday	Error	Expressive	Task Dependent	_____
8. The teacher gives a disruptive student a detention	Error	Expressive	Task Dependent	_____
9. A student shoots a rubber band across the room	Error	Expressive	Task Dependent	_____
10. A student raises his/her hand to ask a question	Error	Expressive	Task Dependent	_____
11. When given permission to speak, a student asks the teacher to repeat something	Error	Expressive	Task Dependent	_____
12. A student wonders how many days are left in the grading period before report cards	Error	Expressive	Task Dependent	_____

OVER →

D.S. V SUBTESTS ANSWER KEY

SUBTEST:	D.S. REVIEW	COGNITION	EMOTIONS	PHYSICAL B.
	1. C	1. P	1. C	1. D
	2. C	2. P	2. A	2. C
	3. B	3. R	3. B	3. C
	4. D	4. J	4. B	4. C
	5. C C	5. P	5. A	5. A
	6. A	6. M	6. C	6. B
	7. C	7. J	7. A	7. C
	8. C	8. P	8. C	8. C
	9. C	9. J	9. C	9. A
	10. A	10. P	10. C	10. C
	11. B	11. R	11. A	11. C
	12. B	12. J	12. A	12. D
	13. A	13. R	13. C	13. A
	14. B	14. M	14. C	14. C
	15. A	15. J	15. A	15. C
		16. R	16. A	
		17. J	17. A	
		18. R	18. B	
		19. M	19. C	
		20. O	20. A	

D.S. VI: Sparking Work to Life

Students who use well developed metacognitive skills make thinking task changes and maintain a habit of studying; they change and even develop new study tasks when faced with unfamiliar challenges; they study with a task system/repertoire.

GENERAL ASSIGNMENT HABITS

I. Develop an interest in the assignment

A. Before the assignment

1. Active enabling skill: Attention to learning in class
2. Active enabling skill: Listen for notes; interact in class
3. Active enabling skill: List the assignment

B. Planning the assignment's completion

1. Evaluate the list

a. Set out the materials, open to pages/information to be acquired, preview the information for organization pattern

b. Estimate time needed to read/ answer questions & items once organizational attack method is understood

c. Block assignment time in a preferred completion sequence: first, second should be quick, easy, and due in tomorrow; middle, last should have more research/ memorization.

2. Estimate a total Homework time; budget in 5' breaks @ 20'

II. Recall/ Summarize the 1st assignment's "attack method" ... then use it:

A. Math: understand subject concepts, rules, example kinds, and answer sequences... then apply this understanding to HW items

B. English: recall previewed information, determine goal of doing the assigment (answer questions, define vocabulary, spell words, acquire organized bits of information: characters, setting, theme, conflict or problem, resolution, plot or sequence of events, etc.) ... then complete the assignment, reading then writing

1. Read - with preview goal in mind... with total understanding

a. Look up or ask about unfamiliar words; make context connections
b. After each paragraph, ask yourself,"Did what I just read make sense (in relation to PG? in relation to anything I already know or understand from the past/the memory?)???"
c.Does the preview organizational pattern fit what you are reading now that you are a few more paragraphs into it???
d. After completing the entire reading assignment, could you comforably summarize/recall each paragraph/set of ideas???

2. Write - with reading goal accomplishment in mind (total U of ¶)

a. Write the assignment goal

1) List A's to Q's, Vocabulary, Organization Schemes
2) Sequence ideas in relation to an organized pattern

a) time or history line/ concepts in order of presentation
b) listed cause/effect, definitions, compare/contrast details that can follow a different order

b. Write memorization work/ make or encode the information outline

C. History, Science: information to be acquired will || Math, English work

D. Projects: work is dependent upon the # and type of task/ when & what due

Instructional Probes: Post Reading--Thinking Skill Practice

MATERIAL BACKGROUND: Students were reciprocally led towards an understanding of Metacognition as a generative construct. A review of memory, cognition was accompanied by an analytical analysis of their connectedness for thinking in a strategical manner, using metamemory functional tasks, and activating a repertoire of abilities proven to develop improved retrieval of information. Thirdly, a "fill-in" instructional worksheet was strategically instructed to include direct and immediate application of metacognitive's enabling and working abilities: understanding, organizing, and transfering. Preview was followed by Experience Checks, followed by Overhead Projected Fill-in Answers (spelling and response checks), followed Summarizations of Organizational Pattern topics as simulated exploration of text to recall initial understandings together, and finalized through cross examinations of Study Guide Text with HOMEWORK SUCCESS CHECKLIST content.

INTRODUCTION - GENERAL STUDY HABIT Facts & Summary - PLANNING - READING - WRITING

1. What is it that successful students have which enables them to make thinking skill changes and maintain a habit of sutdying?

2. Name two things that are gained/gotten through one's own efforts, alone.

3. What do strategic readers do prior to reading an assignment? (pattern inquiry)

4. State what it is about assignments that requires the alteration of methods of attack.

5. What does previewing an assignment involve? (cognitive skills)

6. Name situations in which successful readers ask metacognitive questions.

7. Name the jobs of metacognitive thinking tasks relative to information, and to what cognitively happens when information is completely acquired.

8. When is an information summary most important to the transfer of information into long-term memory?

9. When is an information summary most important to the organization of information within short-term memory?

10. When is an information summary most important to the understanding of information?

11. What skills are active prior to a development of an interest in any subject?

12. What results from a complete evaluation of daily assignment lists?

13. As a rule of thumb, what kind of assignments may be done first?

14. As a rule of thumb, what kind of assignments are best done middle and last?

15. Create a mneumonic and memorize the HOMEWORK STRATEGY Checklist.

16. Create a mneumonic and memorize the REPORT WRITING STRATEGY Checklist.

17. Name 3 types of information a strategic writer must get/retrieve in order to thoroughly Answer/Understand a Question/Topic Item

18. Name 3 kinds of resources available to help sustain an Understanding/Interest and remain active with the Assignment's information.

19. What quality of "acquisition" conveys that it is a cognitive process?

20. What is possible to do to help manage assignment completion when >1 writing task/item set is required for completion?

21. Name two general classifications of organizational patterns. (history-expository)

22. Create a mneumonic to memorize the kinds of organizational patterns there are.

23. Create a mneumonic to memorize the skills of reading strategically (GUIDE a.b.c.d., under English B. and Read 2).

24. Create a mneumonic to memorize the skills of writing strategically (GUIDE a.b.c.d., under English B. and Write 3).

25. Name 5 ways written information may be organized at any given point in time. (pattern repertoire & understanding)

26. Name some types of written, coded, summary outlines.

27. State what strategically comes before quality writing.

28. Name 2 activities that require being done in a chronological pattern.

29. Name activities or concepts that may be found organized historically as well as expositorily. (Forces, Behavior Componants, Gen. Assign. Facts, Activities)

30. What are sound decisions founded upon?

31. State some essential qualities of a sentence.

32. State some essentials that paragraphs, example sets, and other small comprehension units have in common.

33. State some essentials that are shared by mid-size and large comprehension units.

34. State some essential qualities of an entire Assignment.

35. State some essential information about Assignment Completion.

36. What have people done cognitively in order to have had their priorities straight?

37. Explain how metacognition is interwoven as purposeful tasks within the memory at each level of storage and retrieval capacity... metacognition's transfer jobs.

38. Explain by giving an experiential example, what is meant by the behavioral rule that emotion follows thinking or cognition.

39. Explain by giving an experiential example, what is meant by the behavioral rule that physical behavior follows from cognition with or without emotion.

40. Explain the difference between the skills of cognition and those of metacognition

41. Name 2 graphic ways math texts require the process of thinking analytically.

42. Name 3 graphic ways every text requires the process of thinking analytically.

43. Name the 3 major study habits that Math calls for. (R, V, W)

44. Name locations of an assignment's major concepts. (T,S,H,BV)

45. Rename the "REVIEW" element of an assignment's methods of attack. (VIEW:P&R)

1. Metacognition

2. Knowledge, Interest,..., Intrapersonal emotions

3. Preview, Ask Organizational/Management Questions, Make Pattern Inquiries, Recall a Preview & Completion Method & Assignment Goal,... 3 Enabling skills

4. Changing nature, Different subject, Unfamiliar challenges

5. (Reasoning & Judgement & Memory Perception) detecting its organzational pattern, determining a method of attack, understanding major ideas to be explored

6. Assignment list management, after sentence reading, after paragraph reading, after set/section reading, after Assignment reading, during writing activity

7. (a) Information: understand, organize, transfer
   (b) Acquisition: U @ Perception, O @ Reasoning & Judgement, T @ Memory

8. After each medium to large segment of information to be acquired: summaries, During & after the completion of an assignment: code & rehearsal summaries

9. After each paragraph/step example for storage and retrieval (S-T organization)

10. After each sentence/step, and within the context of a pattern element.

11. Enabling: Attention, Listening/notetaking & interaction, Time Management
    Cognitive: recalling prior knowledge, understanding, organization, transfer
    Metacognition: goal, organization pattern, essential information, memorization through such activities as mneumonics, summary rehearsal, and research

12. (an awareness of) a method of attack, individual Assignment goals & completion time,... decision-making on when & how to act/learn/acquire information

13. quick, easy, due in tomorrow

14. require more research, memorization

15. Simulation:

1. List & Materials	1. Booksack
2. Preview Pattern	2. P. Organizational P.
3. Goal Attack Method	3. G.A.M. Each
4. Time Estimates	4. Times Out
5. Completion Order	5. First & Last
6. Total Time Est.	6. Clockwatch

16. Simulation:

1. Plan (Pull, Code, List)	1. P.C.L. Plan
2. Arrange	2. Graphic Design
3. Expand	3. Prosaic design
4. Extend	4. Supplementaries
5. Display	5. Proofread

17. (1) researched detail (2) essential acquisitions (3) organizational patterns

18. (1) memorization techniques (2) reflection activities (3) experiences or sources related to the information's recall

19. information is gotten through one's own efforts, alone

19. total understanding of well organized information is retrievable in timely detail through one's own efforts, alon

20. studying the Q, previewing all Q's, jotting down research referents, ordering

21. historical-chronological, expositional

22. Simulate: Patterns	1. Chronological	1. History
	2. Descriptive	2. Definition
	3. Cause-Effect	3. Action-Reaction
	4. Compare-Contrast	4. Like-Not
	5. Logical Order	5. Problem-Solution
23. Simulate: Reading	1. Unfamiliar understanding	1. Research sentence meaning
	2. Metathink paragraphs	2. Summarize para. meaning
	3. Metathink serial info.	3. Summarize for amt. essentials from
	4. Metathink Assignment	4. Summarize the major pattern w/3
	5. Prepare to Write	5. Do in written patterns
24. Simulate: Writing	1. Q study for understanding	1. Q to A check
	2. Q preview when >1	2. Jots & methods & response patterns
	3. A sequenced response	3. Location of response elements

25. Same as 22, above for ways information can be organized at any point in time.

26. Outline forms: Roman, cluster, web, block designs for events, essentials
*descriptions = spider web, cluster
*event orders - Roman, block (cause-effect, problem-solution, compare-contrast)

27. (1) strategic reading, enabling skills & planning skills
(2) total understanding of information
(3) well thought-out A's to Q's, methods of attack
(4) prioritized completion orders

28. * at end of school day, listed assignments & homework study time:
(1) previewing before determining method of attack
(2) managing assignments before work

29. Forces, Behavior Componants, Gen. Assign. Facts, Metacognitive Activities

30. Repertoire of thinking skills, well understood information, sound goal imaging

31. understandability, clarity, context meaning

32. the organization (patterns) of its essential information

33. the flow of its unit from within the major framework of the text, the differences among the unit's essentials as patterned within the minor

34. the completion of its R R WR requirements is the goal; previewing, summarizing, and rehearsing comprise the cognitive tasks needed to achieve full retrieval

35. its thoroughness and timeliness, that they require a repertoire of skills, tasks, and information

36. decision-making: a logical order for the happening of a (organized) sequence of occurances; judgement: how to reach a definite goal without error influence

37. Simulation:	1. Sensory Perception	a. Retrieve L-T to U information
	2. Short-Term	a. Organize, reason, judge U

38. Simulation:
    1. Choose any intrapersonal emotion (love)
    2. Recall/descriptively, the physical/cognitive situation with reflection upon an event's expressive, task-dependent, and/or error, patterned elements or factors
    3. Relate "emergence" as from "reflection" or cognitive wondering/reasoning with memories and pattern comparisons, contrasts, etc.
    4. Convey the privateness of such feelings; they are difficult to totally reconstruct socially, while they are most amenable to physical and interpersonal relativity to the future.

39. Simulation:
    1. Choose any emotion (anxiety, trust, autonomy)
    2. Recall/descriptively, the physical/cognitive situation via reflection upon an event's expressive, task-dependent, and/or error, patterned elements or factors
    3. Relate "emergence" to physical condition (pure), reflection activity with quiet thoughts (intrapersonal), and/or with relation to social repercussion/consequences
    4. Convey the privateness of such feelings; they are difficult to totally reconstruct; they are also related to the future and the present; physically, environmentally.

40. Cognitive skills are those abilities that comprise the understanding, organization, and transfering of information within the mind's information storage and retrieval system.

    Metacognitive skills are those abilities that strategically transfer the understanding of well organized information to a long-term memory storage and retrieval level

41. step solutions, example pattern differences

42. table of contents, titles (of chapters, sections, subsections), highlighted information (colored information, bold and italicized words)

43. Reading (word for word), Viewing (Pre- and Post/Re-), and Writing

44. titles, subsection headings, highlighted information, bold/italic words

45. One must view the organizational pattern of an assignment prior (PRE) to beginning work, as well as during (RE) the work, in order to study metacognitively... VIEW or R V W

D.S. VI STUDY GUIDE

NAME_____ DATE_____

INTRODUCTION: Students who use well developed _____ make _____ changes and maintain a _____.

These students have acquired a knack for _____ a variety of study skills to the changing nature and different subjects of their _____.

They know when and how to _____ new thinking tasks when faced with unfamiliar _____. A reliable thinking task _____ or _____ enables them to handle any assignment thoroughly and _____.

GENERAL ASSIGNMENT HABITS

FACT: All _____ is _____; it is gotten through the work of one's own effort, alone.

FACT: One may _____ an _____ in any subject. Students do this habitually by _____ systematic _____ about a study task or goal.

FACT: The job of some thinking skills is to _____ an amount of information; the job of others is to _____it; the job of still other thinking skills is to _____ it from short-term to long-term memory.

FACT: To completely understand an assignment requires that we first _____ the assignment. This activity involves skill in detecting an _____ _____ from the previewed information.

FACT: In order to sustain an understanding of an assignment, we must _____ the _____ or _____ of it as well as keep _____ new understandings to that end as the assignment progresses.

FACT: Developing an _____ in any subject involves a situation where _____ enabling skills have been activated: 1)_____ 2)_____ and _____; also 3)_____.

SUMMARY: Metacognition involves the work of _____, _____, and _____ information. An assignment must be _____ to acquire an initial understanding of the _____ of the assignment as well as the organization of the assignment's _____.

I. PLANNING _____

A. _____ the assignment list

1. Set out the materials, opening to pages/information to be _____.
2. Take ____ minutes to _____ for an _____ of the information's _____.
3. Take an extra minute to estimate time needed to _____ and time needed to _____. This will result in having in mind a _____ relative to a _____.

B. Block assignment times into a preferred completion _____.

1. As a rule of thumb, 1st & 2nd = _____.
2. Also, middle & last = require _____ or _____.

C. Budget in ____ minute breaks every ____ minutes of study time.

D. Estimate a total _____ time; clear area for _____ assignment.

II. _____ or _____ the assignment's _____.
... THEN USE IT...

A. MATH: Read word for word to _____ the language and the _____ of the information: the concepts (titles, subtitles, highlighted info., words in italics, etc.), _____, example _____, and solution _____.
Next, _____ this understanding to the homework _____.

B. ENGLISH: Be sure to recall or summarize previewed information _____, _____, and the assignment _____.

1. Keep the goal in mind.
   a. Answer questions, find definitions, describe elements?
   b. The _____ must be done before the _____ can begin.
   c. Understanding is an _____ process. Quality depends upon it.

2. _____: total understanding will enhance goal attainment
   a. Look up or ask about _____ words and make _____ _____.
   b. After each paragraph act on the Q:_____ _____? in relation to a) anything already known or understood in the past or in memory; b) the assignment task or goal?
   c. After a series of paragraphs act on the Q: Does what I'm reading now a)_____ or b) _____ _____? Think out a summarization.
   d. After reading the entire assignment, can you comfortably recall or _____ each section or set of ideas/descriptions/events?
   Next, do so if your task requires it in writing; go back to sections should your task require researched recall of what you've acquired.

3. _____: total understanding will enhance goal attainment
   a. Study the _____ carefully to know exactly what is asked.
   b. When more than one writing task is required, preview all, first.
      1) Jot down a research reference (a _____, a _____ will suffice)
      2) _____ questions according to 1st and last rules of thumb.
   c. For each answer/task, sequence located response elements into an _____. Some of these patterns include:
      1) time or history line/ concepts, events, elements in a logical order
      2) expository pattern/ cause-effect, definitions, compare-contrast details or descriptions
   d. Write memorization work: _____ or _____ a summary outline of acquired information and organization patterns.

C. HISTORY, SCIENCE: acquired information will _____ math/English work
D. PROJECTS: work is dependent upon a task completion sequence/ what-when due

D.S. VI STUDY GUIDE

NAME Mrs. Wilson DATE 4th Marking Period

INTRODUCTION: Students who use well developed metacognitive skills make thinking skill changes and maintain a habit of studying. These students have acquired a knack for adapting a variety of study skills to the changing nature and different subjects of their assignments. They know when and how to develop new thinking tasks when faced with unfamiliar challenges. A reliable thinking task repertoire or system enables them to handle any assignment thoroughly and on time.

GENERAL ASSIGNMENT HABITS

FACT: All knowledge is acquired; it is gotten through the work of one's own effort, alone.

FACT: One may acquire an interest in any subject. Students do this habitually by asking systematic questions about a study task or goal.

FACT: The job of some thinking skills is to understand an amount of information; the job of others is to organize it; the job of still other thinking skills is to transfer it from short-term to long-term memory.

FACT: To completely understand an assignment requires that we first preview the assignment. This activity involves skill in detecting an organizational pattern from the previewed information.

FACT: In order to sustain an understanding of an assignment, we must recall the goal or product of it as well as keep relating new understandings to that end as the assignment progresses.

FACT: Developing an interest in any subject involves a situation where 3 enabling skills have been activated: 1) attention to learning in class 2) listening for notes and interacting in class; also 3) listing the assignments.

SUMMARY: Metacognition involves the work of understanding, organizing, and transfering information. An assignment must be previewed to acquire an initial understanding of the goal of the assignment as well as the organization of the assignment's content.

I. PLANNING ASSIGNMENT COMPLETION

A. Evaluate the assignment list

1. Set out the materials, opening to pages/information to be acquired.
2. Take 5 minutes to preview for an understanding of the information's organizational pattern.
3. Take an extra minute to estimate time needed to read or review and time needed to write answers down. This will result in having in mind a method of attack relative to a goal.

B. Block assignment times into a preferred completion sequence.

1. As a rule of thumb, 1st & 2nd = quick, easy, due in tomorrow.
2. Also, middle & last = require more research or memorization.

C. Budget in 5 minute breaks every 20 minutes of study time.

D. Estimate a total homework time; clear area for 1st assignment.

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D.S. VI: Sparking Work to Life, continued NAME Mrs. Wilson

II. Recall or summarize the assignment's method of attack.
... THEN USE IT...

A. MATH: Read word for word to understand the language and the organization of the information: the concepts (titles, subtitles, highlighted info., words in italics, etc.), rules, example differences, and solution steps. Next, apply this understanding to the homework task.

B. ENGLISH: Be sure to recall or summarize previewed information content, organization pattern, and the assignment goal.

1. Keep the goal in mind.
   a. Answer questions, find definitions, describe elements?
   b. The reading must be done before the writing can begin.
   c. Understanding is an ongoing process. Quality depends upon it.

2. Read: total understanding will enhance goal attainment
   a. Look up or ask about unfamiliar words and make context connections.
   b. After each paragraph act on the Q: Does what I've just read make sense? in relation to a) anything already known or understood in the past or in memory; b) the assignment task or goal?
   c. After a series of paragraphs act on the Q: Does what I'm reading now a) fit the organizational pattern or b) advance the assignment task? Think out a summarization.
   d. After reading the entire assignment, can you comfortably recall or summarize each section or set of ideas/descriptions/events? Next, do so if your task requires it in writing; go back to sections should your task require researched recall of what you've acquired.

3. Write: total understanding will enhance goal attainment
   a. Study the question carefully to know exactly what is asked.
   b. When more than one writing task is required, preview all, first.
      1) Jot down a research reference (a word, a page will suffice)
      2) Complete questions according to 1st and last rules of thumb.
   c. For each answer/task, sequence located response elements into an organized pattern. Some of these patterns include:
      1) time or history line/ concepts, events, elements in a logical order
      2) expository pattern/ cause-effect, definitions, compare-contrast details or descriptions
   d. Write memorization work: make or code a summary outline of acquired information and organization patterns.

C. HISTORY, SCIENCE: acquired information will parallel math/English work

D. PROJECTS: work is dependent upon a task completion sequence/ what-when due

HOMEWORK-SUCCESS STRATEGY-CHECKLIST

	Science	History	Other	English	Math
___ 1. Set out Assignment List & all materials:					
___ 2. Take 5' to PREVIEW each A's organization pattern	_____	_____	_____	_____	_____
___ 3. With A goal in mind, decide on a method of attack	R R W	R R W	R R WR	R R W	R R W
___ 4. Estimate a completion time, plus 5' break, each *	_____min.	_____min.	_____min.	_____min.	_____min.
___ 5. Decide on a (preliminary) completion order	#_____	#_____	#_____	#_____	#_____
___ 6. Total Homework Time Estimate:_____*					

INDIVIDUAL ASSIGNMENT SUCCESS STRATEGY-CHECKLIST

FOR ALL:
___ 1. Set up Assignment materials (clear area of all other items except those needed for 1 Assignment)
___ 2. Review an organization pattern of the to-be-acquired information (from page # to page #; topic)
___ 3. Recall to your mind the goal of this Assignment & your "method of attack" (e.g., read then write)

READING:
___ 1. READ strategically - To understand each sentence:
Ask: "Is what I just read reasonable/ a sound statement?"
Act: If not clear: research unfamiliar words and/or re-read that sentence.

___ 2. READ strategically - To understand each paragraph /chart/steps rule example/(small comprehension unit):
Ask: "What did I just acquire?"
Act: If no quick summary of the essentials comes to mind: scan for potential and/or the unfamiliar,

___ 3. READ strategically - To understand an organized set of para./sections/representations/ logic:
Ask: "What was this all about?" or Say: "So, X is all about Y/subject/section/example block/."
Act: If X is all about unacquired Y essentials: scan information pattern and/or other materials.

___ 4. READ strategically - To understand each assignment:
Ask: "This was what number on my Assignment List?"
Act: Take time for reflective activities: reviewing "H-S S-C" during and/or after recommended.

WRITING:
___ 1. WRITE strategically - To understand each part of a question or topic:
Apply: Researched detail, essential acquisitions, organizational patterns that come to mind.
Note: Any 1st Assignment items and/or item-type change items need long-term memory of essential info.

___ 2. WRITE strategically - Sustain an active interest in each Assignment:
Apply: Memorization techniques, reflection activities, other information sources that come to mind.
Note: A sound decision is founded upon a repertoire of thinking tasks, activities, and/or sources.

___ 3. WRITE REPORTS strategically - To present your own organizational pattern:
Plan: Pull & Code & List resource sentences, paragraphs, sections.
Arrange: an outline/cluster/web from the patterns suggested by your essentials list.
Expand: into prose and/or paraphrases the pattern you designed.
Extend: into a 2nd rough draft any other resources' essentials you find supportive.
Display: correct spelling, word choice, and grammar.

Academic Forces

I. Teacher plans
II. Student behavior

} interactive

Behavioral Factors

I. Cognitive
II. Emotional
III. Physical

} intraactive

Key Fundamental Concepts

Energy

Direction

Situation

I. Cognitive TB

Def: 1. Mental activity 2. Acquisition of knowledge

A. Perception
   1. Sense orientation
   2. Voluntary / Involuntary
B. Reasoning
   1. Simple connecting
   2. Complex patterning
C. Judgement
   1. Decision making
   2. Experience dependent
D. Memory
   1. Levels
   2. Tasks

II. Emotional IB

Def: the emergence of feelings, arising subjectively vs through conscious mental effort

A. PURE

Quietude _____ Anxiety

B. INTRAPERSONAL

Love _____ Hate
Trust _____ Fear
Pride _____ Despair
Guilt _____ Shame
Hope _____ Deliverance

C. INTERPERSONAL

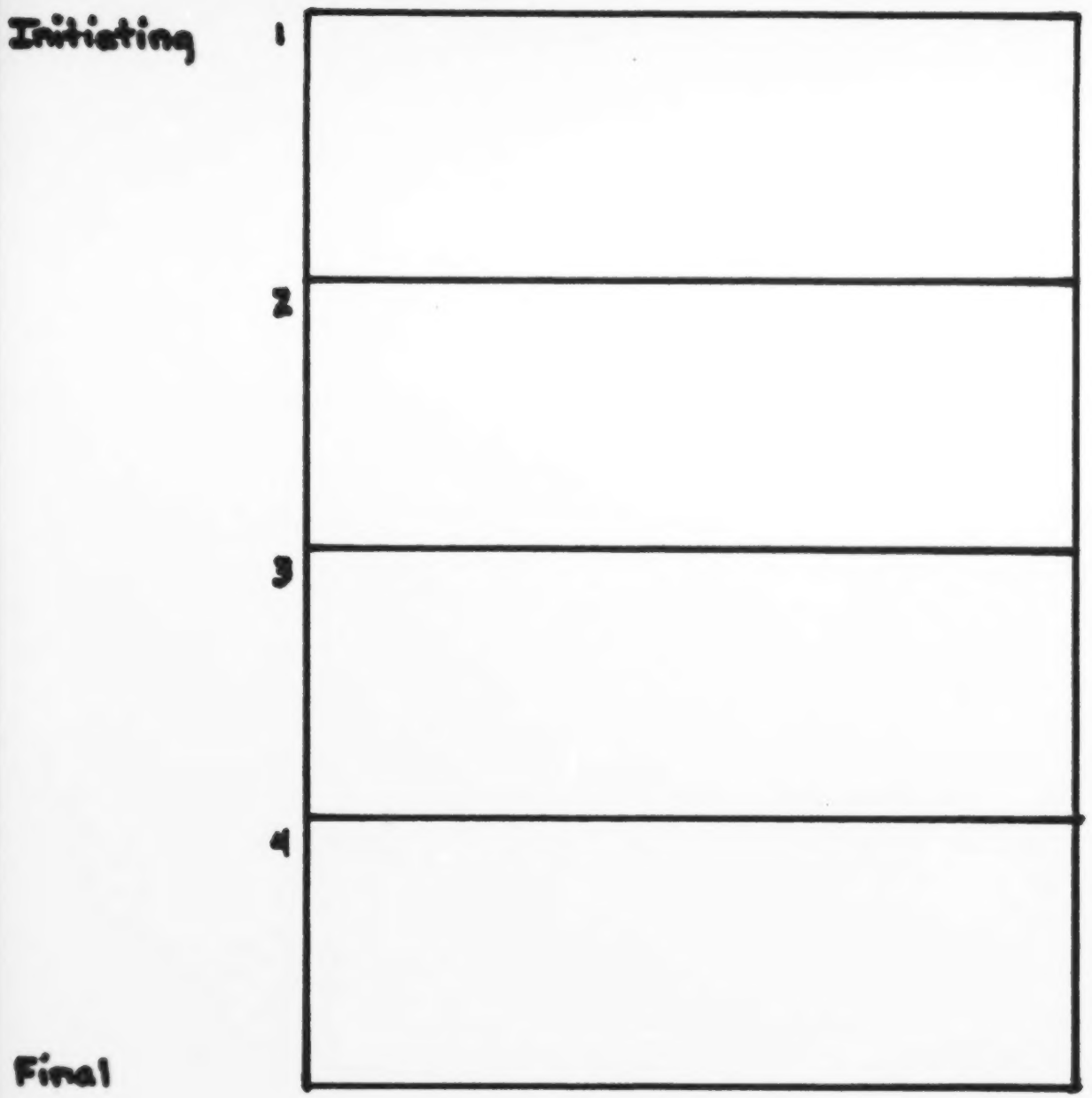
Acceptance _____ Rejection

Autonomy _____ Dependency

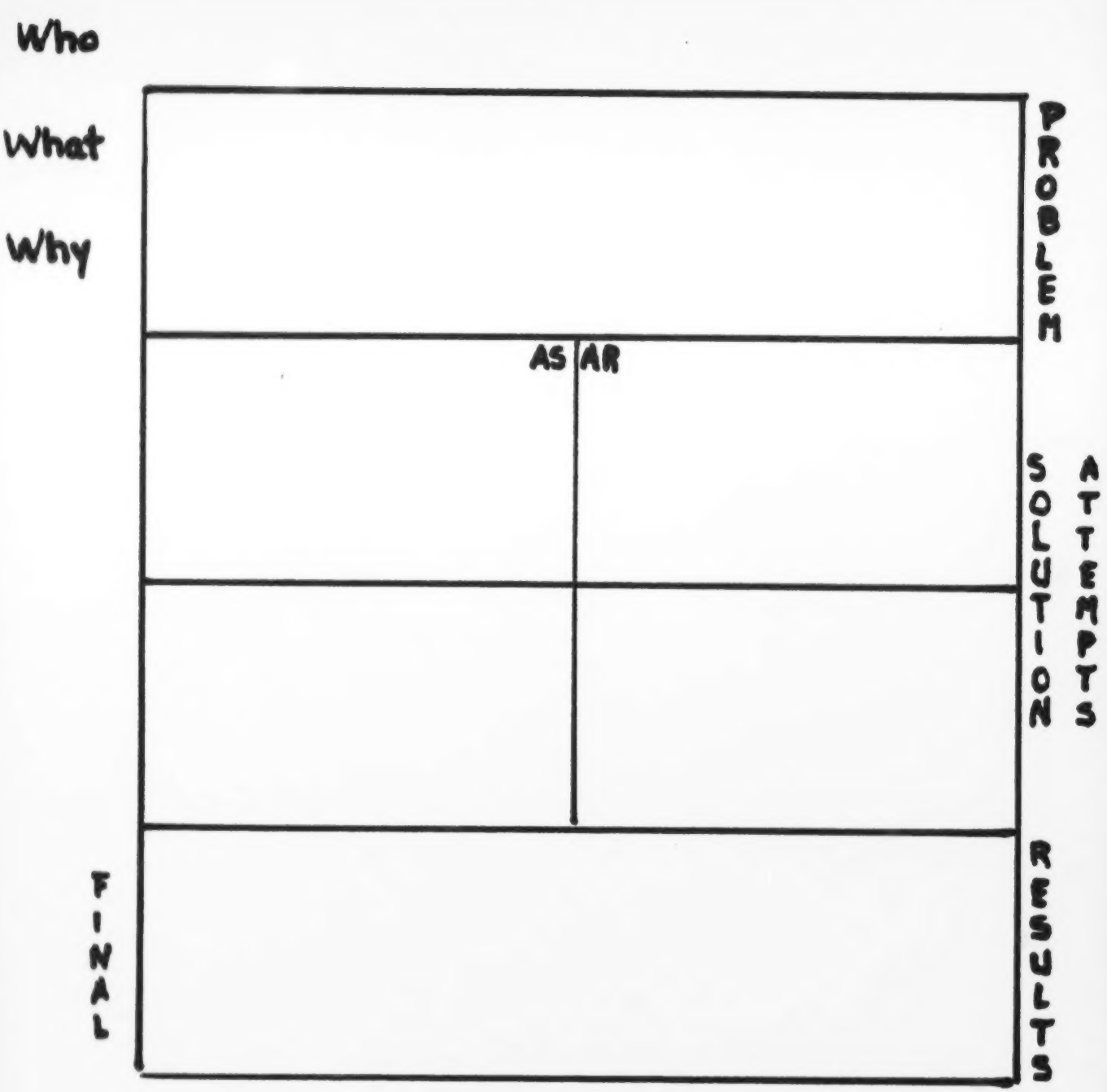
Pity _____ Jealousy

Joy _____ Grief

Chain of Events

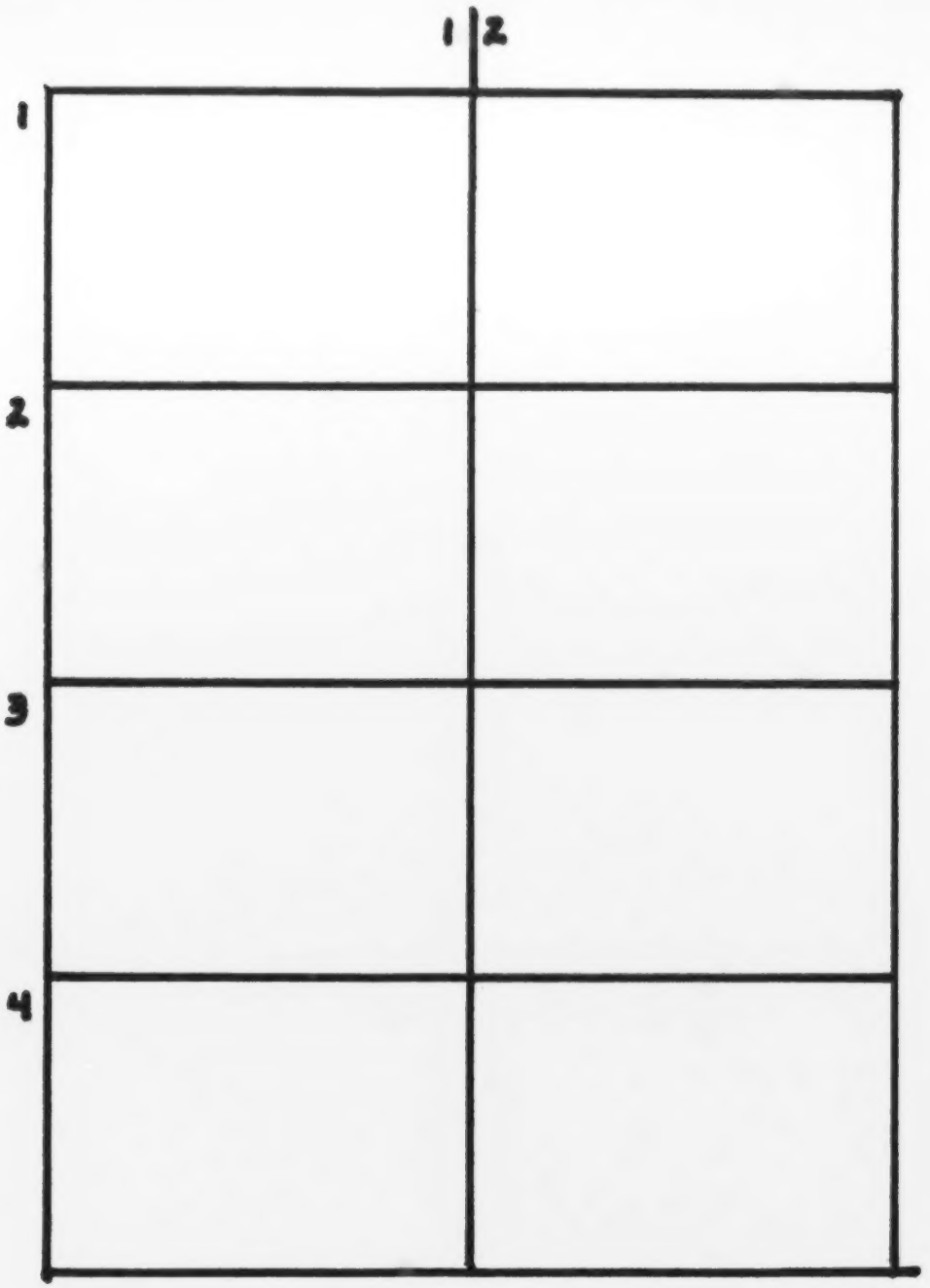


Problem Solution



Compare
Contrast

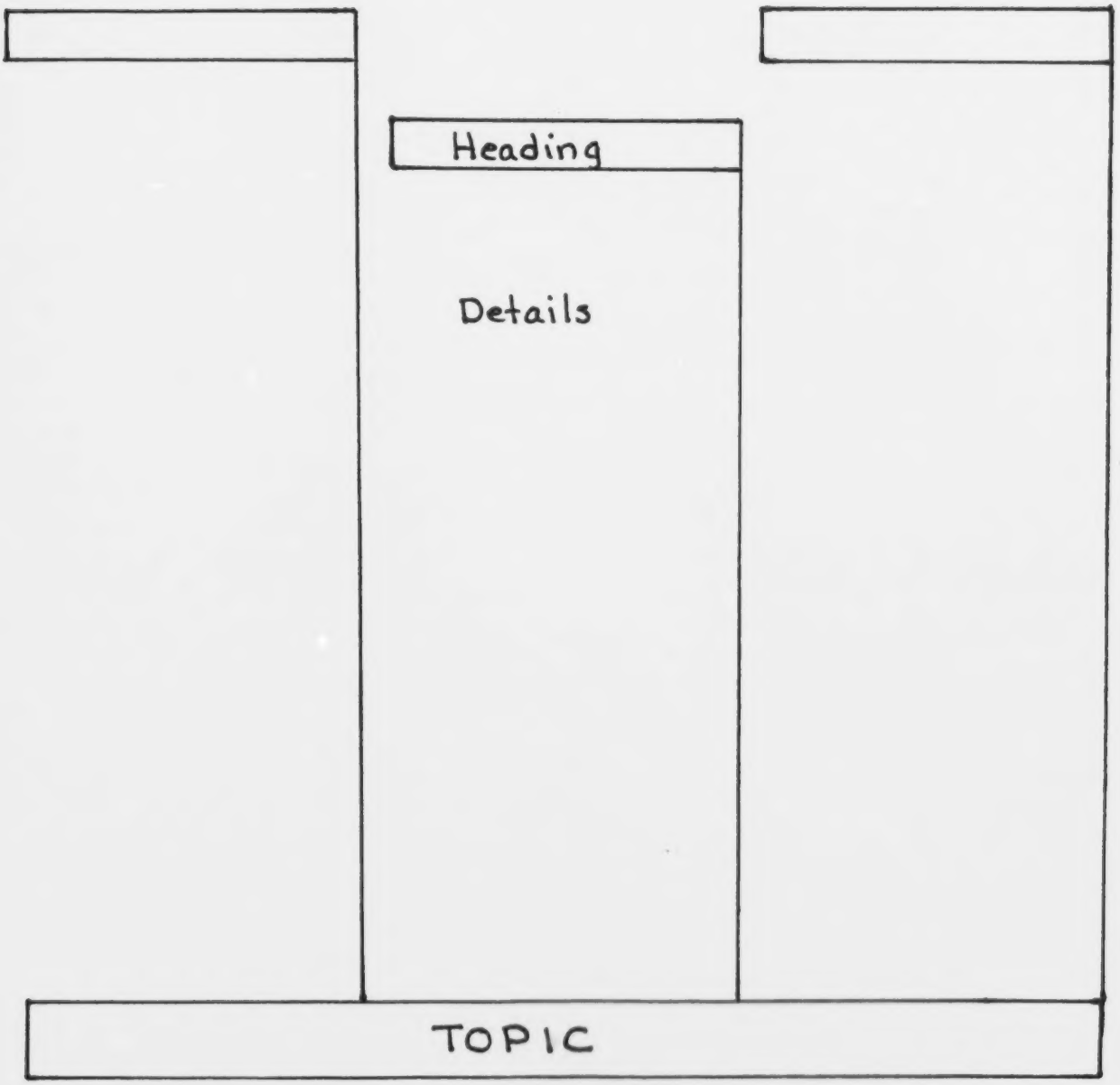
Similar
Different



Compare / Contrast Matrix

	NAME A	NAME B
Attribute 1		
Attribute 2		
Attribute 3		
Attribute 4		

Classification Bars



Perspectives